

CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary is the total number of the words which make up a language (Hornby, 2002: 6). As Arista (2015: 9) states that vocabulary is a set of words that is known by someone or other entity, or is part of a particular language. A person's vocabulary is defined as the set of all the words that person can understand or all the words that person is likely to use to compose a new sentence.

Vocabulary is the most important aspect in learning English. We cannot understand English language without vocabulary. Without vocabulary, we neither can not learn nor practice English. How we can understand English or anything written in English while we have nothing about vocabulary. How we can learn or practice English, while we have nothing about vocabulary. Can we imagine how we can speak English, for example, while we have none of vocabularies. Based on this fact, vocabulary is very important aspect in learning English, but the most important aspect in learning English.

Vocabulary as one the importance aspect of English Language will make the students easy to communicate to each other and master other aspects of language (Richard and Renandya, 2002: 225). As we have known that in the English curriculum of junior high school students have to master vocabulary at least 1500 words and to develop pupil's vocabulary. The teacher must have teaching techniques so they can receive English easily, however the students must develop vocabulary themselves too. Actually, vocabulary is the foundation to learn English and vocabulary is one of the components of language; their is no language without vocabulary.

Since English language is an International Language, so all states in the world are forced to learn and use it, both as first language or second language. It is aimed to improve and develop their country. We can see the fact that almost citizen in the world can speak English. But, in some countries,

to speak English is be a pride one. To master it well, there are schools or institutes establishing both of State or private ones in Non-Native Speakers of English. But, English Language is studied and learned in all grades of those schools and institutes with four aspects of Language; Speaking, Listening, Writing, and Reading.

Besides the four English skills, the students should have good understanding of English component such as vocabulary to support their mastery of four language skills. As one of English Language components, vocabulary is very important to learn. Without mastering vocabulary, the students would be able to master the four Language skills, nor to learn English. Richard (2005: 5) states that vocabulary is core component of listening, speaking, reading, and writing. Vocabulary is very important to be learned by the students who want to master English language. When we learn English, we firstly must understand about vocabulary. The most important aspect in English is vocabulary. In learning English, we neither can translate the story, novel, nor understand about what people say, and many others if we do not understand vocabulary. Sometimes, the teachers do not pay attention about vocabulary mastery of the students. What they did just giving knowledge to the students, regardless pouring down any attention on their mastery of vocabulary.

SD Muhammadiyah 16 Surakarta is one of the Islamic schools in Laweyan. The researcher wants to do the research in SD Muhammadiyah 16 Surakarta because of some reasons. The first is that the researcher wants to know how the teacher teaches vocabulary at SD Muhammadiyah 16 Surakarta. The second is that the school has good reputation and A grade accreditation. SD Muhammadiyah 16 Surakarta has also been awarded champions of sub-district level in English conversation competition. The school is ranked number two at the sub-district level. The winner of this race is an average of two graders. They have advantages over other classes. Not only that, SD Muhammadiyah 16 Surakarta has also won an English inter-school debate event, and the average winner is also two grader.

There must be something missing, something wrong, or something lack inside of the English teaching process. During the research done by the researcher in SD Muhammadiyah 16 Surakarta, something missing or something lack during the English teaching, especially in teaching vocabulary. They have a lot strategies in teaching vocabulary such as memorization and translation, etc. Based on the technique used by the teachers, the students at first grade students in SD Muhammadiyah 16 Surakarta have good vocabulary mastery.

At the first observation, the researcher does research in first class. The teacher instructs the students to bring dictionary when the class is going on. Then, the teacher explains about the material, and after that, the students are asked to listen the sentences uttered by teacher. Then, the teacher asks them to translate these sentences. After this, the teacher gives some games to the students to increase their vocabulary. The students are asked to write down some words in white board, while the other ones are asked to write words ends with certain letter defined by the teacher. Example, the teacher says, "Cat", then the students are asked to repeat the word said by teacher. After it, they are asked, too, to write words begin with letter "T", such "Teacher." At next turn, the students asked again to find out word begins with "R", such "Run". After that, they are asked to continue writing down words begin with the letters that were previously be the last letters. The purposes of this game are to increase and practice the vocabularies that the students have had. In other hand, this game can also improve their spelling of English.

At the second observation, the teacher instructs the students to bring dictionary when the class is going on. She instructs them to find out vocabularies as much as possible. After this, the teacher asked them to read the dialog in their book and then they are asked to find out the difficult words to be written in the white board. After the material ended, the teacher gives the students some homework to find out the vocabularies as much as possible. Before closing the meeting, the teacher evaluates the given material.

As usually, at the third observation, the teacher reinstructs the students to bring dictionary at the going on class. At this phase of observation, the teacher asked the students to translate some words that teacher written in the whiteboard. The problem can be divided into some aspects such as: aspects of media, student and teacher. Some students in SD Muhammadiyah 16 Surakarta have some problems about vocabulary mastery.

To support the vocabulary teaching, Schunk (2008: 12) argues that flashcards can be used for the children in learning. because flashcard is any of a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. One writes a question on a card and an answer overleaf. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question and answer format. Flashcards are widely used as a learning drill to aid memorization by way of space repetition.

Based on above mentioned description of background, the researcher is interested in conducting the research about teaching vocabulary entitled: **“The Use of Flashcard in Teaching Vocabulary to the First Grade Students of SD Muhammadiyah 16 Surakarta.”**

B. Problem Statement

Based on the background of the study, this research is mainly concerned with the teaching method by the teacher at the first grade students of SD Muhammadiyah 16 Surakarta in Academic Year 2019/2020. Therefore, the problem can be formulated as follows:

1. How does the teacher use flashcard for learning English?
2. What are the advantages flashcard for learning English?
3. What are the disadvantages flashcard for learning English?

C. Objective of The Study

The objectives of this research are as follow:

1. To identify the teacher use flashcard for learning English.
2. To identify the advantages of flashcard for learning English.

3. To identify the disadvantages of flashcard for learning English.

D. Scope of the Study

The scope of this study is to describe the use of flashcard in teaching vocabulary. To simplify and to make the problem clearly and to avoid misunderstanding and in order to avoid the large discussion, the writer limits the problem of the research as follows:

1. This study focuses on vocabulary skill of first grade students in SD Muhammadiyah 16 Surakarta in Academic Year 2019/2020.
2. This study focuses on the implementation of teaching vocabulary use flashcard for the first grade students in SD Muhammadiyah 16 Surakarta in Academic Year 2019/2020.

E. Significance of Study

This research is expected to have two major benefits: theoretical benefits and practical benefits.

1. Theoretically:
 - a. The result of this research can be used as references for those who want to conduct a research in English teaching learning process.
 - b. The researcher expects that the result of this research can be useful to give the description about teaching English of Vocabulary at the first grade of SD Muhammadiyah 16 Surakarta.
2. Practical benefits :
 - a. For the teacher:

The researcher hopes that the result of the research will give contribution especially for English teacher. This research result can be used as reference for the teacher about her performance, so that the teacher can improve her performance in teaching during teaching learning process especially in vocabulary techniques. The result of the study will help English teachers to improve their skill in teaching vocabulary techniques. It can give contribution to the success on

teaching learning English at SD Muhammadiyah 16 Surakarta in Academic Year 2019/2020 related to the students in learning vocabulary.

b. For the students:

For the students, the students can improve their ability on vocabulary and more active in the teaching learning process.

c. For the school:

For the school, this research result can be used as resources in improving teacher's performance, especially in teaching vocabulary techniques.

F. Definon of Key Terms

The definition of key terms is given in order to explain some terms which are used in this study. The definition as follow :

1. Vocabulary

Vocabulary is a list of word for a particular language with their meaning. Vocabulary is summary of words or their combinations in a particular language that individual speakers of language might used.

2. Teaching vocabulary

Teaching vocabularies conveying of the terms and expressions of a language (vocabulary) to the students in the school.

3. Flash Card Media

Flashcard media is one form of educational media in the form of cards that contain images and words whose size can be adjusted to the students faced and to get it can make it theirselves or use the finished ones.